Standards:

AGRI.9-12.9.4.12.A.4, AGRI.9-12.9.4.12.A.5, AGRI.9-12.9.4.12.A.6, AGRI.9-12.9.4.12.A.7,

AGRI.9-12.9.4.12.A.8, AGRI.9-12.9.4.12.A.9, AGRI.9-12.9.4.12.A.10, AGRI.9-12.9.4.12.A.11,

AGRI.9-12.9.4.12.A.12, AGRI.9-12.9.4.12.A.13, AGRI.9-12.9.4.12.A.14, AGRI.9-12.9.4.12.A.15,

AGRI.9-12.9.4.12.A.21, AGRI.9-12.9.4.12.A.22, AGRI.9-12.9.4.12.A.23, AGRI.9-12.9.4.12.A.24,

AGRI.9-12.9.4.12.A.25, AGRI.9-12.9.4.12.A.26, AGRI.9-12.9.4.12.A.27, AGRI.9-12.9.4.12.A.28,

AGRI.9-12.9.4.12.A.29, AGRI.9-12.9.4.12.A.30, AGRI.9-12.9.4.12.A.31, AGRI.9-12.9.4.12.A.45,

AGRI.9-12.9.4.12.A.46, AGRI.9-12.9.4.12.A.47, AGRI.9-12.9.4.12.A.48, AGRI.9-12.9.4.12.A.49,

LA.11-12.RST.11-12.2, LA.11-12.RST.11-12.3, LA.11-12.RST.11-12.6, LA.11-12.RST.11-12.7,

LA.11-12.RST.11-12.9, LA.11-12.WHST.11-12.1.a, LA.11-12.WHST.11-12.1.b, LA.11-12.WHST.11-12.1.c,

LA.11-12.WHST.11-12.1.d, LA.11-12.WHST.11-12.1.e, LA.11-12.WHST.11-12.2.a,

LA.11-12.WHST.11-12.2.b, LA.11-12.WHST.11-12.2.c, LA.11-12.WHST.11-12.2.d,

LA.11-12.WHST.11-12.2.e, LA.11-12.WHST.11-12.3, LA.11-12.WHST.11-12.4, LA.11-12.WHST.11-12.5,

LA.11-12.WHST.11-12.6, LA.11-12.WHST.11-12.7, LA.11-12.WHST.11-12.8

AGRI.9-12. - [Content Statement] - All clusters rely on effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

0 AGRI.9-12.9.4.12.A.4 - [Cumulative Progress Indicator] - Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

0 AGRI.9-12.9.4.12.A.5 - [Cumulative Progress Indicator] - Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.

0 AGRI.9-12.9.4.12.A.6 - [Cumulative Progress Indicator] - Locate, organize, and reference written information from various sources to communicate with others.

0 AGRI.9-12.9.4.12.A.7 - [Cumulative Progress Indicator] - Evaluate and use information resources to accomplish specific occupational tasks.

0 AGRI.9-12.9.4.12.A.8 - [Cumulative Progress Indicator] - Use correct grammar, punctuation, and terminology to write and edit documents.

0 AGRI.9-12.9.4.12.A.9 - [Cumulative Progress Indicator] - Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.

0 AGRI.9-12.9.4.12.A.10 - [Cumulative Progress Indicator] - Interpret verbal and nonverbal cues/behaviors to enhance communication.

0 AGRI.9-12.9.4.12.A.11 - [Cumulative Progress Indicator] - Apply active listening skills to obtain and clarify information.

0 AGRI.9-12.9.4.12.A.12 - [Cumulative Progress Indicator] - Develop and interpret tables, charts, and figures to support written and oral communications.

AGRI.9-12.9.4.12.A.13 - [Cumulative Progress Indicator] - Listen to and speak with diverse individuals to enhance communication skills.

0 AGRI.9-12.9.4.12.A.14 - [Cumulative Progress Indicator] - Exhibit public relations skills in order to increase internal and external customer satisfaction.

0 AGRI.9-12.9.4.12.A.15 - [Cumulative Progress Indicator] - Use oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information related to this cluster.

AGRI.9-12. - [Content Statement] - Technology is used to access, manage, integrate, and disseminate information.

0 AGRI.9-12.9.4.12.A.21 - [Cumulative Progress Indicator] - Employ technological tools to expedite workflow.

0 AGRI.9-12.9.4.12.A.22 - [Cumulative Progress Indicator] - Operate electronic mail applications to communicate.

0 AGRI.9-12.9.4.12.A.23 - [Cumulative Progress Indicator] - Operate Internet applications to perform tasks.

0 AGRI.9-12.9.4.12.A.24 - [Cumulative Progress Indicator] - Operate writing and publishing applications to prepare business communications.

0 AGRI.9-12.9.4.12.A.25 - [Cumulative Progress Indicator] - Operate presentation applications to prepare and deliver presentations.

0 AGRI.9-12.9.4.12.A.26 - [Cumulative Progress Indicator] - Employ spreadsheet applications to organize and manipulate data.

0 AGRI.9-12.9.4.12.A.27 - [Cumulative Progress Indicator] - Employ database applications to manage data.

0 AGRI.9-12.9.4.12.A.28 - [Cumulative Progress Indicator] - Employ collaborative/groupware applications to facilitate group work.

0 AGRI.9-12.9.4.12.A.29 - [Cumulative Progress Indicator] - Employ computer operations applications to manage work tasks.

0 AGRI.9-12.9.4.12.A.30 - [Cumulative Progress Indicator] - Use computer-based equipment (containing embedded computers or processors) to control devices.

0 AGRI.9-12.9.4.12.A.31 - [Cumulative Progress Indicator] - Access, manage, integrate, and disseminate information using information technology tools specific to this cluster in order to facilitate people, machines, and logistics.

AGRI.9-12. - [Content Statement] - Effective leadership and teamwork strategies foster collaboration and cooperation between business units, business partners, and business associates toward the accomplishment of organizational goals.

0 AGRI.9-12.9.4.12.A.45 - [Cumulative Progress Indicator] - Employ leadership skills to accomplish goals and objectives.

0 AGRI.9-12.9.4.12.A.46 - [Cumulative Progress Indicator] - Employ organizational skills to foster positive working relationships and accomplish organizational goals.

0 AGRI.9-12.9.4.12.A.47 - [Cumulative Progress Indicator] - Employ teamwork skills to achieve collective goals and use team members' talents effectively.

0 AGRI.9-12.9.4.12.A.48 - [Cumulative Progress Indicator] - Establish and maintain effective relationships in order to accomplish objectives and tasks.

0 AGRI.9-12.9.4.12.A.49 - [Cumulative Progress Indicator] - Conduct and participate in meetings to accomplish tasks.

LA.11-12.RST.11-12.1 - [Grade Level Standard] - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LA.11-12.RST.CCR.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2 LA.11-12.RST.11-12.2 - [Grade Level Standard] - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

LA.11-12.RST.CCR.3 - [Anchor Standard] - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

2 LA.11-12.RST.11-12.3 - [Grade Level Standard] - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

LA.11-12.RST.CCR.6 - [Anchor Standard] - Assess how point of view or purpose shapes the content and style of a text.

2 LA.11-12.RST.11-12.6 - [Grade Level Standard] - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

LA.11-12. - Integration of Knowledge and Ideas

LA.11-12.RST.CCR.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

2 LA.11-12.RST.11-12.7 - [Grade Level Standard] - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LA.11-12.RST.CCR.9 - [Anchor Standard] - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LA.11-12.WHST.11-12.1 - [Grade Level Standard] - Write arguments focused on discipline-specific content.

2 LA.11-12.WHST.11-12.1.a - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

2 LA.11-12.WHST.11-12.1.b - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

2 LA.11-12.WHST.11-12.1.c - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

2 LA.11-12.WHST.11-12.1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2 LA.11-12.WHST.11-12.1.e - Provide a concluding statement or section that follows from or supports the argument presented.

LA.11-12.WHST.11-12.2 - [Grade Level Standard] - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2 LA.11-12.WHST.11-12.2.a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2 LA.11-12.WHST.11-12.2.b - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2 LA.11-12.WHST.11-12.2.c - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2 LA.11-12.WHST.11-12.2.d - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

2 LA.11-12.WHST.11-12.2.e - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).